

Blackhawk School District

CURRICULUM

Course Title: General Music
Grade Level(s): Fifth Grade
Periods Per Week: 1 class per 6 day cycle
Length of Class: 40 minutes
Faculty Author(s): Music Faculty: Lisa Thomas-Wright, Krsten Neeley, Jayne McDonald, George Hoydich, Bob Barthen, Maura Underwood
Date: December 2007 / Revised February 2009; Revised May '09

MUSIC DEPARTMENT MISSION:

Blackhawk School District will support development of all students' musical awareness, enjoyment, confidence and expression through educational and enrichment opportunities. We are dedicated to providing an excellent music education through a sequential program of study, performing ensembles and concerts that foster excellent musicianship and a lifelong appreciation for music.

COURSE DESCRIPTION:

Students are taught by a music specialist in fifth grade. Elements of music are explored through a variety of activities such as singing, playing Orff instruments, reading music, movement and listening skills. Concepts explored include a variety of rhythmic patterns, meters in 2, 3, 4 and 6, Solfege syllables, interval recognition through singing and notation, all symbols used in music notation, reading music in treble clef and playing soprano recorders.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

OBJECTIVES (PA standard)	RESOURCES
9.1 A Rhythm Demonstrate steady beat; imitate patterns; identify and demonstrate half , quarter, eighth and sixteenth notes, whole and dotted half notes notes; half , quarter, and eighth rests	Orff-Schulwerk 1 and 2 Teaching Music in the 21 st Century Orff-Schulwerk Music for Children Books 1-4 Exploring Orff Additional Orff-Schulwerk literature and materials World Music Drumming – A Cross-Cultural Curriculum Music K-8 Resource magazine for elementary/middle school teachers Folk song resources

9.1 A Pitch

sing do to do (Kodaly); sing in head voice; identify high and low pitches; identify melodic direction; sing partner songs in ostinato patterns and rounds; two part harmony (Introduction)

9.1 A Timbre

Play the recorder; play Orff instruments; play African drums

9.1 A & B Composition and Improvisation

Improvise "answers" to rhythmic and melodic phrases and ostinatos; create music and/or movement to accompany reading and dramatizations using Orff, drums, and recorders; create ABA rhythmic composition

9.1 Form

Identify visually and aurally phrase structure and AB form; identify rondo form

9.2 A.-H, J-K and 9.1.A, D, F Historical and Cultural Context

Explore and expose the historical and cultural context of the music by Saint-Saens (The Danse Macabre): Respighi (Pines of Rome): Holst (The Planets): John Williams: Henry Mancini: folk, African, Caribbean.

9.1 Notation

recognize and notate rhythmic and melodic (treble clef) half, quarter, eighth, , sixteenth notes, whole and dotted half notes; half and quarter rests (Introduction)

9.1 G Rehearsal, Practices, and Practice Etiquette

Understand and apply the function and expectations of rehearsals and performances

9.1 C Vocabulary

Understand and apply fifth grade music vocabulary (appendix X)

9.1.H Safety and Equipment

Demonstrate proper use and care of classroom instruments and materials

9.1 J.&K Technology

Incorporate technology as appropriate to the curriculum

9.3 A., B, & E., 9.1.F Critical Response

Respond critically to composer and music as appropriate(compare, contrast, evaluate, analyze,

Literature resources to accompany the music curriculum

Recorder Karate
Recorder Routes Book 1
Tutoring Tutors

and interpret)

9.4 B & C Aesthetic Response

Describe the effects that music has on cultures, audiences and one's self